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ABSTRACT

This guide for establishing a program to instruct adult refugees in English as a second language (ESL) emphasizes the organization of volunteers. The first step in setting up a volunteer program is information gathering, including the identification of needs, resources, students, and volunteers. Procedures are set forth for hiring, screening, and orienting the staff. A basic but thorough introduction to teaching ESL is presented, with a description of the most commonly used teaching methods. Methodology and material selection are combined in a discussion of lesson preparation, which includes a sample lesson plan. The implementation of lesson plans in the classroom is discussed at length. A selected, annotated bibliography of ESL textbooks and suggested teacher resources is appended. (JB)

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Refugee Education Guide
Adult Education Series #10

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Teaching English to Refugee Adults

A Guide for Volunteers, Volunteer Coordinators, and Tutors

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ADULT EDUCATION SERIES #10: Teaching English to Refugee Adults - A Guide for Volunteers, Volunteer Coordinators, and Tutors

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I. Introduction

Since the arrival of the first wave of refugees in 1975, the need to provide the refugees with English-language training has been great. In addition to the hiring of ESL teachers, urgent calls for volunteer tutors have gone out from community and church groups, and from school officials around the country. Although English language training is not the refugees' only need, it is a critical tool for them; it still remains their key to survival, adjustment, and success in this country.

The most recent wave of refugees is different from those who came in 1975---the newly-arrived Indochinese refugees generally do not have much education, and may not be literate in their native language; on the other hand, the refugees from the Soviet Union are generally highly-educated and technically-trained, but without the English skills specific to their vocation. In any case, the need for volunteer tutors continues to be great for numerous reasons:

(1) a community may be too isolated for refugees to be able to take advantage of the ESL (English as a Second Language) classes in a neighboring community;

(2) the refugees may be unable to attend regularly-scheduled ESL classes due to their work schedules;

(3) the refugees may be prevented from entering even a beginners' English class because they lack the basic educational skills; and

(4) long waiting lists for refugee ESL programs may necessitate volunteer tutors to help provide the needed English language training.

As a result of this ongoing need for volunteer tutors, we have designed this guide not only for the individual tutor, but also for those interested in becoming a volunteer tutor in a coordinated volunteer program as well as for those interested in creating and organizing a volunteer English tutors' program. Wherever your interest may lie, we would like you to keep in mind that you are not alone; there are all kinds of support systems available to help you, this guide being only one resource. If after reading this guide, you need further information, we suggest that you contact the nearest ongoing refugee ESL program whose experience you may benefit from, or call us on the toll-free number indicated on the title page of this guide.

II. Information Gathering

This section is aimed primarily at those interested in organizing a coordinated volunteer effort. Without a coordinated, organized network of volunteers it is difficult to sustain any tutoring effort. A few stalwarts will tend to

take on too much and "burn out" too quickly, or refugees will face too many teachers who can cause overlaps, gaps, and confusion. However, individuals interested in volunteer tutoring may also find some of the following suggestions for setting up a volunteer program quite useful in organizing individual lessons. After all, the individual tutor, like the volunteer coordinator, must also be concerned with efficiency and effectiveness.

Before making any specific suggestions, however, a word of warning to volunteer coordinators is in order: coordinating a volunteer program of any size is a full-time job. As a volunteer coordinator you should not undertake tutoring a student as well: you will simply not have enough time. If you are concerned that you will not have contact with the student population you will be serving, don't worry. A coordinated volunteer program is an ongoing effort, and you will have contact with the students through initial intake and follow-up assessment. Moreover, you will learn a great deal about them through your contact with caseworkers, bilingual interpreters, and the tutors themselves.

II.A. Identifying the Need for a Volunteer Program

Before expending energy on beginning a volunteer program, it is important to first verify the need for such a program. Check out the ESL services already available, and carefully consider whether or not an existing program is appropriate for the refugees' needs.

Depending upon the existing conditions in your area, one of two types of volunteer programs may be needed. An independent volunteer program may be called for if there is a growing refugee population and no accessible ESL classes. Or, if you have a formal, funded ESL program in your area, a volunteer program may still be helpful. Rather than competing with an established ESL program for students, a volunteer effort may be a welcome supplement to an overloaded ESL program, to either teach ESL or organize and participate in related orientation activities. What is important is that the formal program and the volunteer network work together.

Volunteers can play many and varied roles depending on the needs of the refugee community. If yours is an independent volunteer program, you may want the volunteers to teach the basic content of survival English and orientation. As a supplement to a formal ESL program, volunteers may be used to give the low-level beginning students some badly needed individual attention. For example, volunteers can:

- offer make-up lessons for late registrants or irregular attenders;
- give lessons to waiting-list students;

- offer literacy instruction;
- give additional practice and individual attention to those with goals which are quite specific;
- offer home instruction to women and elderly persons who cannot attend regular classes at a center;
- lead field trips;
- act as contact person between community employers and service organizations.

The role of a volunteer may be endless, so it is of utmost importance that you, as the coordinator, set specific objectives for your volunteer program. These specific objectives, in turn, should be short-term in nature. You must always keep in mind that the role the volunteer plays is a temporary one in relation to an individual refugee. The volunteer is there to help, but the goal is decreased dependency. After the specific objectives of the volunteer program are attained, the refugee should be referred elsewhere for ongoing additional assistance and/or training.

II.B. Identifying Resources

Before beginning any coordinated volunteer operation, you should identify all the local resources available to you, your volunteers, and your students. For example, voluntary agencies (volags), the social services department of the local government, church groups, and sponsors can offer you a wealth of information as to what services, including ESL, are available in the community for refugees. Since students will ask you about housing, health, legal and employment matters, it is important that you know where to refer them so you are not spending your time doing someone else's job, and have the time and energy to develop your own ESL volunteer effort. For further assistance with these important orientation matters, the Language and Orientation Resource Center has published bilingual orientation materials for both refugees and those working to resettle them.

In addition, you should investigate the possibility of a liaison with a nearby ESL or related educational program; you may contact the adult education division of the public school system or a community college. Such a liaison may offer you great resources in terms of materials, bilingual aides, or even teacher training.

II.C. Identifying Students

While planning your volunteer program, you will also need to know the number of refugees desiring your services. There are many channels through which you can identify your future students. For example, you may contact the local voluntary

agencies or sponsors, any existing ESL programs, the local social service department, vocational training programs, and/or anyone employing refugees. Of course, if you know a refugee, he/she can tell you of others in the area; or you may even want to put native language fliers in public places such as the supermarket, laundromat, etc. If your community has an active self-help group (a mutual assistance association), its members can provide vital assistance in identifying people who need ESL instruction.

At this time you should also think of information that you will need from the refugee. In order to best serve someone, you will need to know not only where they are from and what their educational background is, but also what their goals are and when they are available for tutoring. This information is best collected uniformly in the form of an "application" designed to give you the specific information you desire. A sample form (pg. 5) is included as a guideline; you may want to ask all or perhaps only some of these questions. Please keep in mind that you may need an interpreter who speaks the refugees' language to get answers to these questions.

II.D. Identifying Volunteers

As you get a better idea of how many refugees you will be serving, you will also have to line up a similar number of volunteer tutors. You can identify a wealth of possible volunteers through the resources mentioned earlier (see section IIB.) In addition to church groups, voluntary agencies, and sponsors, you may also want to tap the interest of high school students, local civic organizations (e.g. Rotary, Chamber of Commerce), retired teachers' organizations, and even local businesses.

Just as you did for the students, you will need to design an "application" form to collect information about your tutors. You will want to ask about their educational background and related experience in addition to their time schedules, transportation availability, and interests. A sample form (p.6) is included for your use as a guideline. As appears on the sample form, you should consider including a question about the tutor's motivation. For example, you may ask, "What are your reasons for volunteering to teach ESL to refugees?" This kind of information can be very useful to you when screening volunteers. It is sometimes the case that those motivated to help others may not make good tutors; they may view the refugee student as always needing help without understanding that refugees have much to give and that the experience will benefit tutors as well. Sometimes these prospective tutors can be helped to understand that both parties gain in a tutoring relationship. However, even if the prospective volunteer is not

Date _____

Refugee Information

Name: _____ Nationality: _____

Address: _____ Native language: _____

_____ Age: _____

Telephone: _____ Sex: _____

Sponsor's Name: _____ Marital Status: _____

Sponsor's Address: _____ Children: _____

_____

Sponsor's Telephone: _____

Previous education: _____

Literate: Yes _____ No _____ Which language(s): _____

How long in U.S.? _____

Previous English study or contact: _____

_____

Present employment: Yes _____ No _____ Where? _____

Future goals/plans: _____

_____

_____

Time available: Day/week _____

Hours _____

Transportation available: Yes _____ No _____

Additional comments:

Arrangements Made

Tutor: _____

Address: _____

Telephone: _____

Time & Place: _____

Transportation Arrangements: _____

Date _____

Tutor Information

Name: _____ Age: _____

Address: _____ Sex: _____

_____

Phone: _____

Employer: _____

Address: _____

_____

Phone: _____

Educational Background:

High School _____

University _____

M.A. _____

Ph.D. _____

Languages spoken or studied: _____

_____

_____

Teaching or Related Experience: _____

_____

_____

Why do you want to tutor? _____

_____

Automobile: Yes _____ No _____

Time available: Days/week _____

Hours _____

Place preferred: Home _____ Refugee home _____ church/school _____

Other _____

Preferences for tutoring, if any (age, sex, interests, proximity, schedule etc.)

_____

_____

Arrangements Made

Student(s): _____

Address: _____

Phone: _____

Time and Place: _____

_____

Transportation Arrangements: _____

well-suited to direct contact with the students, their willingness to help can be channeled into assisting with administrative duties or community relations functions.

II.E. Other Considerations

As volunteer coordinator, you will also have to concern yourself with many of the nitty-gritty details in order to make your tutoring venture a success. Individual tutors not attached to a coordinated volunteer effort will also find some of the following logistics of utmost importance.

- Space needs and availability

You will have to decide on a convenient place where the tutor and student can meet on a regular basis. This meeting place may be at the home of the refugee or tutor, but keep in mind that an uncluttered, quiet place with a table and good lighting is a necessity. A home with an unattended child, a barking dog, or a constantly ringing telephone is too distracting. For that reason you may consider using available space at a community center, library, or local church. You may even find that a local school will be able to offer you an empty space.

- Time schedules

You will also have to decide on the time and day each tutor and student will meet. Of course, the schedule must be convenient for both, and punctuality should be stressed. The length and frequency of the lessons should also be determined in advance. Lessons should be long enough to accomplish an objective, but short enough to sustain interest. For example, it makes more sense for a tutor and student to meet for 1½ hours twice a week than to meet for 3 hours only once a week.

- Transportation

The availability of transportation, either public or private, must be taken into consideration when deciding where the tutor and student will meet. If your tutor has a car, and will go to the refugee's home, there is no problem. However, if tutor and student are designated to meet at a community center or church, you must make sure that transportation is available. If you want the students to use public transportation, you must make sure that they understand the schedules and fares. If you plan on using private transportation, perhaps it would be convenient to assign some of your volunteers the task of providing transportation rather than tutoring. In any case, transportation could determine the success or

failure of a volunteer tutoring venture.

- Materials

Teaching materials are another important consideration when organizing a volunteer program. You cannot expect your untrained volunteers to design their own -- they may not have the time or the know-how. In addition, if all volunteers use their own materials exclusively, there will be little uniformity to the program. Therefore, you will want to decide if you will use commercially available materials, and if so, which ones. You may also want to check to see if the voluntary agencies have any materials available for free. Or perhaps you can borrow materials from a local school, educational institution, or library. For more information on materials, see Section V. of this guide.

- Training

As volunteer coordinator, you are in the position to ascertain whether your tutors need training; moreover, you are the person responsible for providing it. Even if your tutors have some related experience, they may require some additional training. A few hours of training at the outset of the program can provide the structure that will instill confidence in your tutors. In addition, training for volunteers lends a feeling of professionalism to the volunteers' work. Volunteers are not paid, but a sense of doing work that is important and doing it well will foster the commitment that is necessary for volunteerism. Therefore, you may want to hold continued in-service staff development sessions on a regular basis. In any case, you can contact a potential volunteer tutor trainer through an already existing program, a local educational institution, or a local affiliate of Teachers of English to Speakers of Other Languages (TESOL), the National Affiliation for Literacy Advance (NALA), or Literacy Volunteers of America (LVA). (Addresses of these organizations are listed in Section X.)

TESOL is an international professional organization of ESL teachers for all levels: primary school, secondary school, university, adult education, etc. Local affiliates often hold staff development sessions that the tutors can attend free-of-charge. In any case, your local TESOL affiliate can provide you with the name of a trainer.

Both NALA and LVA are national organizations which were founded to provide literacy training for native speakers of English. However, both organizations have added an ESL training component in response to the great demand. The training consists of regularly scheduled ESL workshops for tutors that can be attended for a fee. The training is very structured and can be beneficial to the prospective tutor with no ESL experience. The materials provided, however, are general

in nature and may not meet the needs of the refugee student. You should feel free, then, to supplement these materials in order to best serve your particular student.

- Costs

Although your program is based on volunteerism, you will find that you will have some expenses. For example, gasoline must be purchased for transportation, teaching materials may have to be bought, supplies such as paper and pencils will be necessary, and there may even be postage costs. This can run into quite a bit of money and neither you, your tutors, nor the refugees should be expected to absorb all these costs. You might want to consider making an appeal to a local community organization (such as a Kiwanis Club) or even a local business to help pay these expenses. Such organizations often respond more favorably when presented with a specific dollar figure for a specific expense than when asked for "general donations."

Another avenue to consider is having the refugees pay a nominal fee (for example, 50¢ or $1.00) for registration or materials or some other recognizable expense. Making even such a token "investment" may give the refugee a feeling of legitimacy and commitment towards the program.

III. Organizing a Program

In Section II we discussed all the basic information to be collected and all the legwork to be done before getting started. Now we turn to the responsibilities of the volunteer coordinator as the program begins.

III.A. Procedures for Hiring and Screening

You have already tapped the interest of possible volunteer tutors through local churches and community organizations, and have designed your tutor application form. After all potential tutors fill out the form, you need to interview them.

As mentioned earlier, you should pay attention not only to their educational background but also their reasons for volunteering. During the interview, try to ascertain these reasons, and be on the lookout for some of the following qualities:

- flexibility
- cultural sensitivity and openness
- ability to direct without being domineering
- native English-speaking ability

The interview, however, is not only for your benefit, but also for the benefit

of the tutors. These volunteers do not always know what is expected of them, and they need to be provided with information in the form of a job description. This job description should be written (if possible) and should identify specific tasks and responsibilities so that the volunteer can make a concrete commitment and feel treated like a professional by a responsible, well-organized program.

For example, you may want to include some of the following information:

- expected to tutor X times/week, X hours/day for X months
- expected to spend time in preparing lessons
- expected to attend periodic meetings and/or training sessions
- expected to keep student records
- expected to arrange and plan field trips
- expected to pay for materials and/or transportation (if relevant)

Remember that the job description is not a program syllabus. If desired, a syllabus or curriculum can be supplied separately.

Interviewing and screening will also be necessary for students, if possible. First of all, the student will have to fill out the "application" form you designed. As mentioned before, you may need an interpreter to get the desired information; therefore, it may be more expedient for the potential students to come to you and your interpreter (or they may bring their own interpreter) to fill out the form. At that time you may want to talk to the student (via the interpreter) to determine goals and the need for a volunteer tutor. You should make sure that the student is not "playing (all) the programs," that is, getting English language instruction from many programs at once, and delaying appropriate "next steps" in the overall resettlement process.

III.B. Orientation

After you have interviewed and screened both the volunteers and students, and decided who will participate in the program, you need to provide them all with orientation.

Student orientation should consist of informing the student (preferably through an interpreter) of the concept of volunteer tutoring. Students should also understand that tutoring is temporary help, and that it will end when they have reached a certain level (for example, when they can enter a regular ESL class or a vocational training program, or when they can function well in daily activities, etc).

Volunteers also require orientation to help them understand what is involved, and to enable them to better decide whether or not they can make a definite commitment to tutoring. During orientation volunteers should be informed of the cultural (and educational) background of the students, and any other information (health,

goals) pertinent to their particular student. Volunteers should also understand that they are offering temporary help and should not foster dependency. Moreover, it should be stressed that volunteering will require a serious commitment of time.

You should also take this opportunity to remind them of their specific responsibilities as indicated in the job description. Inform them, if applicable, of your expectation that they plan lessons, attend all meetings and/or training sessions, and that they keep lesson files and records on student progress. It would also be a good idea to remind them to be on the look-out for any physical and/or emotional disabilities from which the student may be suffering. They should report any such findings to you, the coordinator, for referral. Make it clear to the tutors that they are not responsible for making doctor's appointments or filing for food stamps, since it is very difficult to do all these things and teach English at the same time.

A large part of orientation for volunteers, however, should consist of training. After you decide how much training can be offered, you must find a trainer. As mentioned in Section II.E., you can go to various institutions and organizations to find someone to train your volunteers. Some qualities to look for in a tutor trainer are:

- Professional ESL training
- Experience with teaching refugees
- Experience in training teachers
- Some experience in writing materials or curriculum
- Knowledge about refugees' culture and language.

One aspect of training, if available, would be for volunteers to observe a regular ESL class, planning time for discussion with the teacher afterwards. Otherwise, the content of the training session(s) should be determined by you in consultation with the trainer, focusing on the needs expressed most by the volunteers. Planning this kind of assistance can help foster the feeling that you, as coordinator, are in a supportive, open relationship with the volunteers.

After orientation and training, both coordinator and volunteer should decide on the suitability of a definite commitment on the part of the volunteer. Before making this final, mutual decision, it may be worthwhile for the volunteer to tutor for a week or two, and for the coordinator to observe these sessions two or three times. If the volunteer opts not to become a tutor, or seems unable to be an effective tutor, you should then discuss the possiblity of alternative service. For example, the volunteer can develop a picture file for use by tutors, provide transportation for the refugees, do some typing, or do public relations work in the community on behalf of the program.

III.C. Ongoing responsibilities

You deserve a lot of credit for matching tutors with students and getting the volunteer tutors' program into full-swing; however, your job is by no means finished. The role of volunteer coordinator carries with it many ongoing responsibilities, both administrative and supervisory.

First of all, you should keep records of the schedules of all tutor-student pairs. You should also be making arrangements for the future:

- Do intake of new students, and keep a waiting list
- Recruit and interview new volunteers in order to have a tutor bank
- Find new possible locations for tutoring session to be held
- Find out about and collect resource materials for your tutors to draw on
- Inform yourself of other helpful programs, vocational training, and employment opportunities for possible referral

As volunteer supervisor you should also monitor and evaluate the tutors. You can do this by observing a lesson every now and then and holding periodic meetings to get the necessary feedback from volunteers, while enabling them to get necessary support from you and from each other. At these meetings you can also determine what kind of in-service training is needed, and the tutors can share both their successes and failures. At this time you may also want to consider setting up an Advisory Panel made up of concerned (and experienced) members of both the American and refugee community. This panel can provide you with invaluable information and advice, not the least of which is the indirect feedback from the students as to the effectiveness of your program.

Another important, often overlooked, function of a volunteer coordinator is the recognition of both the volunteers and students. Recognition of tutors can be as simple as giving praise (for a particular accomplishment) at a periodic staff meeting, or encouraging tutors to share their successful techniques at meetings or at an in-service training session, or even arranging for them to attend (or speak at) a professional conference. (This, however, may require a special appeal for expenses).

Recognition of students through a specially designed certificate or even a simple "graduation" ceremony at the end of a given level of progress can be very meaningful. It can also serve as a positive means of reinforcing the idea that the students are now ready to move on to another stage or program.

IV. Content of Lessons

In the previous three sections we have concentrated for the mostpart on the organization of volunteer tutoring. Throughout the rest of the guide we would like

to talk about the actual tutoring of English.

IV.A. What is ESL?

ESL is the commonly-used acronym for English as a Second Language which involves teaching English to people who speak other languages. ESL programs are designed to teach people how to use the words and sentence patterns of English for effective communication, and differ in fundamental respects from programs designed for native English speakers (such as literacy, reading improvement, or speech therapy).

Knowing a language consists of having control over its four systems: you must know the sounds (phonology) of the language; if you know the sounds you can combine them to form words (vocabulary); these words, put together in proper order, make grammatical sentences (syntax); and these sentences, used appropriately in a given situation, enable you to communicate effectively in a social situation. These four systems are expressed through the four skills of a language: speaking, listening, reading, and writing. Thus, it should be clear that teaching a language does not necessarily mean teaching reading and writing; nor does it mean just teaching vocabulary items. Language is a system of patterns with sounds and meaning; you will find that a majority of your beginning students need immediate work with understanding and producing the spoken language.

IV.B. Meeting the students' language needs

As just mentioned, the refugees will usually need, initially, help with the spoken language. However, since language is used for communicating, they must be taught the language which is specific to their communication needs. For example, if the student knows no English, and needs to function in the daily activities of the community, you will need to concentrate on "survival" English. If the student is also illiterate, you may need to also work on survival literacy to enable the student to read the signs, labels, and forms so important in our technological society. If the student knows little or no English but has employment as an immediate goal, you should concentrate on general vocational English (in addition to survival English). Or if your student is already trained in an occupation, but needs to transfer those skills to an English-speaking society, you should concentrate on the English specific to that particular occupation. Let's be more specific.

Survival English provides the language necessary for minimum daily functioning in the community. The English structures (grammar) to be covered should include (at least) simple statements, questions, and vocabulary, taught in the con-

text of useful consumer/environmental skills, such as:

- personal information (name, address, tel.#, etc.)
- money/credit
- housing
- health
- transportation
- communications (telephone, postal system, radio, etc.)
- shopping (food, clothing, non-essentials)
- community resources, social services
- emergency measures
- taxes, insurance
- American social customs, manners and practices

Teaching English to women and the elderly who spend most of the time at home running a household and/or caring for families may be viewed as a special type of survival English and may include, in addition to some of the topics mentioned above, the following:

- household safety (including appliance use)
- cooking
- use of energy
- cleaning and home maintenance
- nutrition
- schools

Literacy is usually taught in conjunction with spoken (survival) English, since the learner should be taught to read and write initially only the carefully controlled language that has been practiced in listening and speaking. For further information on teaching literacy, we refer you to our Refugee Education Guide, Adult Education Series #9, "Teaching ESL to Illiterate Adults," which can be obtained by calling the toll-free number on the title page of this guide.

General vocational ESL aims at providing the refugee with language necessary for getting, keeping, or changing jobs. In addition to a few of the survival skills, you may want to focus on teaching English structures, vocabulary, pronunciation, and listening comprehension in the context of:

- filling out applications and forms
- interviews
- finding jobs
- career exploration
- salaries and fringe benefits
- giving and taking instructions
- employer expectations
- interpersonal relationships in a work setting
- cultural work norms

Occupation specific ESL is designed to give the student already trained, or in training in a specific occupation, the capacity to practice that occupation in an English-speaking environment. You should focus on the specific understanding, speaking, reading and writing skills needed to succeed in that particular job, including:

- occupation specific vocabulary
- asking and answering work-related questions

- explaining problems with work or machinery
- reporting on work done
- understanding and giving instructions
- making requests

For further information on vocational ESL, you may request our Refugee Education Guide, Adult Education Series #8, "A Guide to Manpower/Vocational ESL."

As you can see, you must know your students' needs and goals, and design your lessons accordingly. This will mean taking the time to get input from the refugee himself when possible, and from sponsors, vocational training instructors, employers, and others with whom the refugee must communicate. If the content of your lessons are not practical, and the student is unable to make immediate use of the English you are teaching, you may find progress slow and retention low; furthermore, your student may eventually drop out from the tutoring arrangement due to lack of motivation.

V. Overview: Approaches to Language Teaching

In order for you to be able to judge and effectively use the ESL materials that you will encounter, we have decided to include a short chronology of trends in language teaching from pre-World War II to the present. This brief description and explanation will also serve to give you a better perspective on why certain approaches and materials may be more efficient and effective than others, given your students' situation.

Based on the model of teaching classical languages such as Greek and Latin, foreign languages were traditionally taught by grammar-translation. In this approach, the grammatical system of the language is analyzed and grammar rules are catalogued and taught. Besides memorizing grammar rules, the learner also has to memorize long lists of vocabulary items. Practice consists of translating written sentences from one language to the other. Thus, the language taught is written and out-of-context; it does not have much meaning for the learner.

Some texts (especially bilingual grammars) still use this approach since it does give the student an abstract knowledge of the language. However, this approach will not teach the student to speak or communicate in the second language; therefore, it is not of general use for refugees who have an immediate need to communicate.

In the 1950's and 60's the Audio-Lingual approach to language teaching became quite popular. It represented a change from the grammar-translation method in that the emphasis was on listening and speaking; in fact, in the beginning students were not given a textbook. However, since adults like and need books, audio-lingual texts were developed.

Also in contrast to the grammar-translation method, the audio-lingual approach involves no overt grammar rules; it employs a technique called mim-mem (mimic and memorize). Pattern practice drills are used to condition the "habit" of grammatical responses in the second language. Some of these pattern practice drills, such as repetition, substitution or transformation drills, which will be explained in more detail in Section VII, are very useful and still widely used as language practice techniques. Dialogues are also incorporated into the audio-lingual method in order to provide a meaningful context for the language being learned. However, the audio-lingual approach, especially in the beginning levels, often failed to teach the student to communicate in the second language.

Both the grammar-translation and audio-lingual methods are grammar-based synthetic approaches to language teaching which consist of breaking the whole language (as it is used) into small pieces, and rebuilding it systematically into its original form in the mind of the learner, going from the simple to the more difficult. Since it requires a long time to learn all the needed forms to communicate in the real world from a synthetic approach (consider trying to communicate when you only know verbs in the present tense, for example), many began looking for another approach to language teaching.

As a result, a trend towards analytic approaches to language teaching began. Analytic approaches present the language whole, as it is used, with a great deal of diversity in the grammatical structures and vocabulary. We do not speak in sentences only in the present tense, but we often use present, past, questions, and negatives in the course of a single conversation. Thus, an analytic approach can give the language learner what he/she needs to communicate immediately, even on a limited basis. However, it should be emphasized that this does not mean that the language being taught is taught in a haphazard way. An adult language learner still needs control and linguistic generalizations in order to make sense of the system that is language. The idea is to present chunks of simplified, but real, communicative language and practice generalizations drawn from these samples. (This will become clearer in the sample in Section VII.)

One analytic approach to language teaching is the situational approach, which presents language in its social context. For example, you may have seen textbooks whose unit titles are "At the Bank", "At the Doctor's Office", etc. Since this approach, like other analytic approaches, affords immediate use of the language, it often generates more enthusiasm on the part of the learner; however, it may be limiting.

Therefore, many language teachers have turned towards the functional approach which has wider application than a purely situational approach since it attempts to cover all kinds of language functions. For example, making a request, asking

permission, questioning, disagreeing, etc., are all communicative functions, and the learner is taught the language needed for these different functions, whatever the situation.

With the functional approach, you can introduce the same functions at different levels of ability and expand upon them. For example, if you are teaching your students to make a request at a low level, you may present the pattern:

I want __X__.

Give me __X__.

or even teach pointing as a non-verbal way to make a request. Whereas on a higher level you may want to present:

Could I please have __X__?

Would you mind giving me __X__?

lending

getting

This is quite similar to the way people learn more complex ways of functioning in their own language.

From what has been discussed above, it should be clear that for your student, the refugee adult, an analytic approach may be more appropriate since he/she has an immediate need to communicate and cannot always wait to learn how to form questions with "Where?" or "How?" which might not come until several weeks into a grammar-based approach.

Some refugee ESL programs have turned to using a competency-based curriculum, which appears to follow naturally from the functional approach discussed above. A competency-based approach, used extensively in Adult Basic Education programs, consists of setting task-oriented goals with behavioral objectives. This means that the objectives of a lesson are described in terms of the ability to perform a (language) task, rather than merely to learn a particular grammatical structure. For example, we may state one objective as:

The learner will be able to ask for and obtain items in a store.

or

The learner will be able to ask for and follow simple directions.

Thus, these competency objectives are incorporating the function of making a request (for an item or for information) into a specific task. Again, this is not to say that the language taught to perform these competencies is uncontrolled; it must be presented in some sequence in order for the learner to be successful.

Yet, even on a limited basis, the student is learning what is needed to function in daily life.

Before continuing with a sample lesson which will illustrate teaching ESL with competency objectives, it is important to understand that successful language teaching does not depend on just one approach or technique, for there is usually overlap. For example, you may find texts that combine topics from a situational approach, in which the vocabulary is limited, with specific competency objectives that provide the framework for the grammatical structures to be taught. Moreover, you will find that techniques of presentation and practice introduced by the audio-lingual method, among others, such as dialogues, repetition, substitution drills, are still used quite effectively.

VI. Materials

To successfully tutor ESL, you will need teaching materials; these materials, both written and visual, may include available textbooks, pictures (photographs or drawings), self-made flash cards, puppets and/or a collection of objects. Although you may suffer from a lack of funds, you will find that a commercial textbook will serve to simplify your job as well as satisfy your students.

You may discover that having a textbook (or workbook) is quite important to your student, whether the student is literate or not. A textbook lends structure and authority to the lessons, and as you progress, gives the student a feeling of accomplishment. A textbook can also provide you, the tutor, with the structure and information you will need. There are some very good survival-oriented ESL texts on the market which are accompanied by very useful, fairly explicit teacher's manuals; we recommend these materials highly. Even an experienced tutor will find these texts useful because, as a volunteer, you will simply not have the time to create each lesson from scratch. (For your convenience we have included an annotated bibliography of selected ESL materials in Section X of this Guide.)

Apart from a printed textbook, you may find that your students' lack of reading ability and English skills will require that you use a lot of visuals while teaching. We recommend that you use the actual objects (realia) when possible (such as a coin, a key, or a social security card). You should be aware that not all culture groups are familiar with pictorial representations; this is true of the Hmong. Therefore, you should be prepared to show, by comparing the two, that a picture represents an item in the real world.

In addition, when choosing pictures or illustrations to use during your lessons, find pictures that are as simple and clear as possible. For example, if you want a picture of a women, do not use a picture of a women in a grocery store surrounded by vegetables and a clerk. Your student may have trouble deciding whether you want to

focus on the woman, the clerk, vegetables, or shopping for food. You must also be careful not to use illustrations or materials that are clearly designed for children. Remember: although your student may not speak English, he/she is an adult; and the materials and their presentation should reflect an adult-adult relationship.

VII. Sample Lesson

Although it is recommended that you make use of an appropriate textbook and teacher's manual, we are including a sample lesson for various reasons. First of all, you may not have a textbook available for your first meeting with your student. Secondly, the lesson in the textbook you are using may include too much (or not enough) information for your student's individual needs; as a result, you should be able to adapt your lessons with an understanding of what goes into planning, presenting, and practicing an ESL lesson. Please keep in mind that the lesson presented here is only a guideline to familiarize you with some of the basic procedures and principles of teaching ESL to refugee adults. As such, it should not be taken to be the first lesson of a beginning level course.

VII.A. Preparation

A tutor, just like a classroom teacher, must be prepared. This means knowing what you are going to teach, the order in which you are going to present it, the visuals or props you will use, and the drills and activities you will do.

The focus of each lesson, or part of a lesson, must be narrowly defined so that your students understand, and thus, can experience success. Your students may make a lot of errors, but they still need to feel confidence in their ability to "get it right." Consequently, you must not attempt to teach too much at one time. Your lesson may consist of a series of objectives, but you should focus on each point separately in order not to confuse the students. Generally speaking, you should go from the easy to the more difficult, from the known to the unknown, and be sure that the students understand before insisting that they produce (it) orally. These principles will be illustrated throughout the sample lesson.

The following steps will help you to prepare your lesson:

1) Set your objectives:

   a. competency objectives

      - student will be able to ask for and obtain items in a supermarket
      - student will be able to ask for clarification (when he/she does not understand)

b. linguistic objectives (in context of competency objectives):

structure (grammar):

- count and non-count nouns
  example: I need some oranges. (count - plural -s)
  sugar. (non-count - no plural -s)

  Oranges are
  Sugar is in Aisle 5.

- clarification
  example: Excuse me?
  What?

vocabulary:

- Count nouns
  oranges, onions, cucumbers, tomatoes, peppers
- non-count nouns
  sugar, milk, fish, soap, toothpaste

2) Decide how you will present the objectives of the lesson.
This is often done in the form of a dialogue.

Example

Customer: I need some oranges, please.

Clerk: Aisle 5.

Customer: Excuse me? (What?)

Clerk: The oranges are in Aisle 5.

Customer: Thank you.

Please note that not only are the competency objectives and grammatical points limited, but so is the vocabulary. You must limit the number of vocabulary items presented to ensure success; after all, people can only remember a few new things at one time. Choose the vocabulary items according to your student's specific needs; this is the advantage of tutoring on a one-to-one or small group basis rather than having a classroomful of students with diverse needs.

3) Collect the visual aids that you will need for this lesson.

a) the actual items (or pictures) of all the vocabulary words you will introduce.

b) picture or poster of a supermarket with aisles and a clerk. (If this is not available, you can perhaps simulate supermarket aisles in the room where you are teaching; all you need are some cards with "Aisle 5" etc., written on them.)

VII.B. Teaching the Lesson

1. Review

Review of what was previously taught (in the last lesson, or even three lessons ago) is very important, and should be the first part of each lesson. It gives the student a feeling of continuity, and sets the stage for establishing the meaning of the new information to be presented.

In this case, it is assumed that your student has previously learned:

- some regular nouns pertaining to food.
- how to form the plurals of these nouns.
- singular and plural forms of verb BE (be, are)

Some simple exercises, such as picture recognition and/or substitution drills (see the next section), should be done for review. Remember that only known vocabulary and grammar should be used in these exercises since this is for review purposes only.

2. Language Drills

a. Dialogue

Many language teachers use dialogues to present the objectives of each new lesson. When presenting dialogues, repetition drill procedures (below) are used. However, the following steps should also be taken into consideration.

1) The student(s) should listen only as you repeat the entire dialogue approximately three times.
2) Repeat the dialogue at a normal rate of speech - not too fast and not too slow.

When presenting a dialogue, it should be clear to the student(s) that two people are speaking. Therefore, you may use home-made hand puppets or pictures, pointing to each of the speakers in turn. If you wish to write your own dialogues, you must remember to keep them simple, as natural as possible, and short. (Not much more than 4 lines is a good rule of thumb.) However, almost all ESL textbooks contain dialogues from which you can choose an appropriate one. You may wish to adapt them, though, to include local names.

b. Repetition Drills

Repetition drills are just what you may think they are: simple repetition of what you have said. After dialogues are presented, you should practice each line as a repetition drill. Follow these steps:

1) Have student(s) repeat each line of the dialogue after you. Do this at least three times.

2) You say the role of the customer, have the student(s) respond in the role of the clerk.

3) Reverse roles.

4) Have students take both roles, and then reverse them also.

If the sentences of the dialogue are too long or complex for the student(s) to repeat after you at normal speed, you may want them to use what is known as "backward build-up". Here is an example:

Teacher		Student	
Say:	oranges	Repeat:	oranges
"	some oranges	"	some oranges
"	I want some oranges	"	I want some oranges

and

say:	Aisle 5	Repeat:	Aisle 5
"	in Aisle 5	"	in Aisle 5
"	are in Aisle 5	"	are in Aisle 5
"	The oranges are in Aisle 5	"	The oranges are in Aisle 5

Backward build-up is used in order not to distort the intonation patterns; always speak at a normal rate of speech.

c. Substitution Drills

In this type of drill the teacher says the basic sentence (frame), and adds a word (cue) that is to be substituted in the proper place in the sentence. There are many kinds of substitution. We will show you two here:

--- Single slot.

I want some oranges, please

Teacher:		Student:	
	onions		I want some onions, please.
	cucumbers		I want some cucumbers, please.
	tomatoes		tomatoes
	peppers		peppers
	sugar		sugar
	milk		milk
	etc.		etc.

(note: you may use visual (picture) cues first and then go on to the spoken word.)

--- multiple slot.

The oranges are in Aisle 5.

Teacher:		Student:	
	cucumbers		The cucumbers are in Aisle 5.
	Aisle 7B		The cucumbers are in Aisle 7B.
	milk		The milk is in Aisle 7B.
	etc.		etc.

In this exercise, it would be a good idea to present all the count nouns (which require are) first, and then all the non-count nouns (which require is) before giving random cues which would require the student to make the distinction between the two.

d. Transformation Drills

In this type of drill the student is asked to change the form of the sentence.

Teacher: Make the following sentences into a question.
(Teacher gives example): The oranges are in Aisle 5.
Are the oranges in Aisle 5?

The sugar is in Aisle 2.	Student:	Is the sugar in Aisle 2?
The tomatoes are over there.		Are the tomatoes over there?

e. Question/Response Drill

In this type of drill the teacher informs the student of what kind of answer is expected (long; short; affirmative or negative) and then poses questions to be answered.

(Note: Set up the items or pictures of the items in aisles with numbered cards)

Teacher: Where are the oranges?		
(teacher gives answer)		in Aisle 5.
	or,	The oranges are in Aisle 5.
Where are the oranges?	Student:	In Aisle 7
	or,	The oranges are in Aisle 7.
Where is the sugar?		In Aisle 2.
	or,	The Sugar is in Aisle 2.

These are just a few of the more common drills that are used to practice grammatical patterns presented in a lesson. For information on other types of drills we refer you to a resource text, Language Teaching Techniques, listed in Section X of this Guide.

3. Communication Activities

The language drills described above are mechanical; they do not allow the student much freedom or creativity in responding nor are they examples of normal verbal communication. Therefore, after sufficiently practicing the new language presented in the dialogue via these drills, you must give the student(s) the opportunity to practically apply what he/she has learned through communication activities. Such activities, which illustrate how English is used in "real life," are the real crux of the lesson. It is these activities which are sometimes missing from a textbook; therefore it is important to find a text which provides them. (See Section IX.) You may also want to develop your own meaningful activities.

There are many kinds of communication activities; some require only a physical response on the part of the student. Others require him/her to speak, too. Here are some examples.

a. Following directions

(Teacher sets up rows with numbers, like aisles in a supermarket. Items or pictures of items are displayed on a separate table.)

Teacher tells the student:

a. Put the sugar in Aisle 4.

b. Put the tomatoes in Aisle 2.

etc.

For further exercises of this type, we refer you to the text Live Action English listed in Section IX of this Guide.

b. Role Play

Two students (or the teacher and a student) take the roles of the dialogue, and act it out. Use facial and bodily expressions. Allow for alternate answers. For example:

Customer: I need some toothpaste.

Clerk: Sorry, we're out.

or,

Customer: I want some soap.

Clerk: In the back.

Customer: What?

Clerk: In the back of the store.

c. Field trips

Take your student(s) to the supermarket and give them a specific assignment.

For example:

a. Ask them to find out where the eggs, tomatoes, and toothpaste are located.
b. Ask them to find out what's on sale that week.

Try to keep your field trip assignments simple; you should also make an effort, from time to time, to require your students to use spoken English.

There are all kinds of communication activities, including games, which may prove useful with your students. For more suggestions we refer you to Language Teaching Techniques listed in Section X of this guide.

VII.C. Other Considerations

Pronunciation

Pronunciation is a very important part of learning a second language. Without good pronunciation, even the most grammatically perfect statements, requests, and questions would not be understood. Therefore, many language teachers and methodology specialists consider the systematic teaching of the sounds of the language a high priority.

Pronunciation practice usually consists of taking the "problem" sounds of your students (your student will usually have problems with sounds which don't exist in his/her native language or which occur in different positions), and presenting these sounds in minimal pairs for drills. A minimal pair is a pair of words which are the same except for one sound, and thus, usually rhyme. For example, fat and vat are minimal pairs just as sit and seat and sing and thing are. The student is asked to first recognize the difference in the sounds as the teacher says them; once the student can hear the differences in the words (and sounds), then the teacher will ask him/her to produce those sounds.

This is a good and usually effective way to practice pronunciation, but can be of limited usefulness with the basic or zero-level refugee adult who has an immediate need for survival English unless you use only words from your lessons in the pronunciation drills. Too often pronunciation exercises include obscure vocabulary words, and the student spends a lot of time learning to pronounce words that he/she does not understand or even need to use! Keep formal pronunciation drills to a minimum until your student is equipped with at least survival English.

This does not mean to say that gross mispronunciations be ignored and go uncorrected. However, you should limit your pronunciation practice to the mispronounced words in each particular lesson. Have your students listen and repeat the words as many times as necessary until they can be understood.

For more detailed information and specific drills for teaching pronunciation, we refer you to some of our other publications listed below:

General Information Series #18: Teaching English to Cambodian Students.
General Information Series #19: Teaching English to Speakers of Lao.
General Information Series #21: English Pronunciation Lessons for Hmong.
General Information Series #23: Teaching English to Speakers of Vietnamese.
General Information Series #25: Teaching English to the Cubans.
General Information Series #26: Teaching English to the Haitians.

These publications can be obtained by calling the Language and Orientation Resource Center toll-free, at 800-424-3750.

Gestures

The effective use of gestures is a very important part of language teaching, especially at the basic or zero level. Gestures are most usually used for giving instructions, in conjuction with the spoken directions. For example, language teachers use gestures that mean "listen", "repeat", "answer", "louder", etc.

The most important thing to remember when using gestures is that they must be clear, simple, and consistent. You may invent any gesture that is helpful, but if your gestures are not consistent, they are no longer a teaching aid, but a source of confusion for the students.

Below is a short description of a few of the more commonly used gestures.

1) Listen - Put your index finger to your lips (as when saying "Shhh - Quiet!") to indicate that the student should not speak. At the same time, point to your ear with the other hand to indicate that he/she should listen.

2) Repeat - Extend your hand, palm facing sideways, and make a short, fast motion, cupping hand slightly. If the student does not respond, repeat the gesture while mouthing the response to indicate that the student should repeat it.

3) Louder - Cup your hand around your ear, and put an intense look on your face, as if you're having great difficulty hearing.

It is important to make gestures as open and broad as possible, using arms and hands, so as to avoid any specific positions or actions with fingers that may be interpreted as threatening or offensive. Direct pointing with the finger, often used to call on an individual student, is considered a sign of contempt in many cultures. A hand pointed with open palm can accomplish the same purpose. Moreover, touching, as a sign of encouragement or approval, is unacceptable in many cultures; refrain from giving your students a pat on the head, for example. You should always try to be sensitive to your students' reactions.

The Use of the Native Language

The use of the students' native language when teaching English as a Second Language is usually a controversial issue. Many teachers feel that if only English is spoken, the student will progress more rapidly. Others feel that if a few words spoken in the student's language help to make directions clearer, or save a half hour of explanation, then the native language should be used. However, many teachers do not have the choice to make since they do not know their students' language(s).

If you are fortunate enough to know your student's native language, or have access to a bilingual aide, you should, by all means, make use of it. This does not mean that your entire lesson should be an exercise in translation. But for many refugee adults, a short explanation of a foreign concept (or the translation of a particularly abstract vocabulary word) in the native language is very comforting.

The teaching of survival English is very closely tied to orientation to American society; for example, when you are teaching your students the English they need to use the telephone, it is also useful to teach them how long-distance rates are structured (i.e., that it is cheaper after 11:00 p.m.). This kind of information is most easily passed on in the native language, if possible. Thus, if you can or wish to make use of the native language, a distinction should be drawn between translation and the passing on of useful information.

Literacy

You may find that your student requires tutoring not only in spoken English but also in literacy skills, since many of the most recent refugees are not highly educated. In fact, a good number of them are either non-literate in their native language, or are literate in a non-roman alphabet (like Chinese or Lao).

Teaching literacy skills is not just a matter of teaching the alphabet, nor should it be taught as if the student were a native English speaker. Literacy in English as a second language can be taught in conjunction with the spoken language. As indicated previously, the Refugee Education Guide, Adult Education Series #9, "Teaching ESL to Illiterate Adults", can help you to provide literacy training to your students if needed.

Correction and the Role of the Tutor

You, as the tutor, are a resource and model for your student. As such, you should be organized, receptive, and patient. You are there to help your student, but this does not mean that you should correct every single error that your student

will make. You should give praise for correct answers and correct only the errors of what you are focussing on at each particular moment. For example, if you are drilling vocabulary, only correct vocabulary errors; do not correct for pronunciation or grammar at that time. Too much correction, especially when students are trying to express themselves, will only frustrate and discourage them. It may even serve to keep them from ever trying again.

Your responsibility as a tutor is to encourage students as much as possible. This also includes allowing the students the time to put their thoughts into speech. Therefore, you should not be speaking all the time, even if that means that there will be some uncomfortable silences. Do not constantly speak for the students; give them a chance to speak for themselves.

Homework

Many teachers feel that in order for students to take their English studies seriously and make progress, they must give homework assignments. However, you must keep in mind that your students are adults with more than their share of responsibilities. They may have children, older relatives, and/or jobs to contend with, and may not have enough time for homework.

Therefore, you should let your students' situation guide you; if they want homework, by all means give it to them. However, do not be guilty of asking for "busy work"; give assignments that are helpful to the students. Reading and writing assignments should be on familiar material; do not ask students to write things they cannot say. If you assign homework and your students don't have time to do it; don't admonish them. You should then take the time to do it with them in class. Homework serves to reinforce what has been taught and practiced, but it should never become an issue between you and the students.

VIII. Realistic Expectations

Although tutoring ESL can be a very rewarding experience, you, like your students, may sometimes experience frustration and impatience with the language learning process. It is not uncommon for ESL teachers to ask themselves: "Why isn't my student learning? "I've been teaching him for three months; how come he can't speak yet?"

We can only tell you that language learning is a little-understood process, and that every individual learns at a different rate. You should not expect a student who is studying with you only four hours a week to be fluent in six months. Four hours a week is not very much, especially if the student does not have occasion to use English frequently. However, if your student is working in an English-speaking environment, he/she should progress more rapidly. You can avoid unnecessary feelings of frustration by having realistic expectations.

Keep in mind that the goal is communication, not perfection. If your student can understand and be understood, that may be all the progress necessary for the moment. You should try at all times to tailor your goals to those of your students, not vice versa.

IX. Selected Annotated Bibliography of ESL Textbooks

The sample lesson in this guide was aimed at familiarizing you with the procedures and organization involved in teaching ESL. However, it is strongly recommended that you have a textbook around which you can center your lessons. If you do not yet have the funds for a textbook, or yours are still on order, try to create some lessons from the things around you: a clock, calendar, magazine pictures, etc. You may find the Lutheran Immigration and Refugee Service's manual (listed in Section X) quite helpful in this regard. You can obtain it by writing to them or calling 800-223-7656.

We have included this short bibliography of textbooks which you may find useful in your tutoring endeavors. All of the texts listed in the first section have been used widely and successfully with refugees. In addition, all of them have good, clear teacher's guides available for purchase. The books listed in the "supplementary" section can be of value to you in adapting, varying, and supplementing the drills and activities provided in your core text.

A. Core Texts

Iwataki, Sadae et al. English as a Second Language: A New Approach for the Twenty-first Century. San Juan Capistrano, CA: Modulearn, Inc., 1975-76. (Also available from Delta Systems Company, Inc.)

Vol. I	Teacher's manual, Lessons 1-40, $14.50
Vol. II	A -- Student's book, Lessons 1-20, $2.75
	B -- Student's book, Lessons 21-40, $2.75
Vol. III	Visuals for Lessons 1-40, $14.50 per set
Vol. IV	(Transparencies, no longer available)
Vol. V	Supplement for Chinese students, $4.75
*Vol. VI	Intermediate course, $4.75
*Vol. VIII	Pronunciation lessons, $4.75
	Visuals for Pronunciation lessons, $4.75
*Vol. IX	Bridging the Asian Language and Cultural Gap, $4.75
Vol. X	Supplement for Vietnamese students, $4.75
Vol. XI	Supplement for Cambodian students, $4.75
Vol. XII	Supplement for Spanish students, $4.75
**Vol. XIII	Supplement for Laotian students, $4.75
Complete ESL Audio Tape Reinforcement Program $158.50	
(* not available from Delta) (** not available from Modulearn)	

A survival course, developed for Asian adult students on the west coast, and for that reason particularly appropriate for refugee students, especially those with little or no educational background. The series has been widely and success-

fully used with refugees since 1975, both in survival classes and as the first lap of extensive programs. (Caution: the intermediate course does not take up where the beginning course leaves off!) The supplements for Chinese, Vietnamese and Cambodian students are translations of the dialogue and model sentences of Lessons 1-40 into the different languages. The teachers' manual is explicit, and written with the inexperienced ESL teacher in mind. The pronunciation lessons are aimed at Spanish, Chinese, Korean and Tagalog speakers, and do not tackle the particular problems of the Vietnamese, Lao, Hmong and Cambodian refugees; the visuals are useful in refugee classes, however. The worksheets were designed to be used with the cassettes, but can be used independently as well. A separate literacy component was published by Modulearn in 1980, and another new literacy component from Delta Systems is due out in 1981.

Mackey, Ilonka Schmidt. English I: A Basic Course for Adults. Rowley, MA: Newbury House, 1972. Student's book, $4.75; teacher's manual, $9.95.

A survival text, suited especially for tutoring situations. The aim of the text is to provide newcomers with the English they need immediately on arrival. A feature of the text is its focus on vocabulary relevant to the needs of adults in getting around an English-speaking community. Teachers' manual is explicit, and was written with the inexperienced teacher or tutor in mind.

Schurer, Linda (editor). Everyday English. San Francisco: Alemany Press, 1979.

Cycle I --	Student book, $4.95
	Teacher's manual, $9.95
Cycle II --	Student book A, $3.95
	Student book B, $3.95
	Teacher's manual, $9.95

These ESL teaching materials were designed as an introductory oral English program for recently arrived adult immigrants with little or no previous knowledge of English, and have been used quite successfully with the refugee adult of low educational background. The goal is survival English for immediate use. Based on a cyclical curricular design, Cycle I consist of 10 independent units, each with a different community setting (food, clothes, transportation, housing, school, health, post office, telephone, banking, employment). Each unit introduces and practices the same set of basic grammatical structures. Cycle II repeats the same 10 community settings, but presents a more difficult set of structures. No fixed order is inherent in these materials, since the structures and vocabulary are introduced as new information in each unit, which makes the text ideal for open-enrollment programs and Adult Education courses that face the problem of sporadic attendance. The teacher's manual is good, with many useful suggestions. However, inexperienced teachers will have to spend some time in preparation.

Savage, K. Lynn et al. English That Works. Glenview, IL: Scott, Foresman & Co. (Lifelong Learning Division), forthcoming (1981-1982).

Books 1-3	$2.85 each
Instructor's Guide	$5.49 each
Cassettes 1-3	$64.98 per set (of 6 tapes)
Flashcards	$34.98 (set of 150)

Billed as an integrated, competency-based, bilingual, vocational ESL program, this new series combines low-level ESL skills with task-oriented objectives in the occupational knowledge area. It is designed to give adult students the English they need to get and keep a job. Each book is accompanied by a separate Cultural Notes booklet which gives essential information about cultural values, customs, vocabulary, etc. in either Spanish or Chinese. The Instructor's Guide is complete and quite useful. Although newly-arrived refugees may find this series fast-paced, it may be the answer for the many ESL teachers wanting to ready their students for the job market after a basic, survival ESL course.

B. Supplemental Texts

Graham, Carolyn. Jazz Chants: Rhythms of American English for Students of English as a Second Language. New York: Oxford University Press, 1978. $9.00 per set of text and cassette.

Book and cassette of chants, designed to heighten students' awareness of the intonation patterns of English. Simple dialogues and poems, many of them overtly intended to practice one or another of the structures of English, are recorded with emphasis on the rhythm of the sentences and phrases. The chants are startling and infectious; after an initial period of dismay, refugee adults find them delightful.

Heaton, J.B. Practice Through Pictures. New York: Longman, 1975. Student's book, $1.75; teacher's book, $2.25.

Each 2-page lesson has one page of drills cued by 12 pictures. The drills are usually written for more than one structure so that at least one is appropriate for beginning level students and one for more advance students. Following the drills there is a dialogue which reinforces the vocabulary and structures practiced on the previous page. Useful as a review/supplement or in a tutoring situation.

Husak, Glen, Patricia Pahre and Jane Stewart. The Money Series. Sewickley, PA: Hopewell Books, Inc. 1977. $22.00 per complete set; individual prices given below. Teacher's guide, $2.00.

A series, parallel to The Work Series, designed to teach basic consumer skills to adults with very low reading levels. The text in each book is carefully controlled for concept, with the result that the sentences are short, vocabulary is illustrated with line drawings or photographs, tenses are limited to simple present, past, future and modals. Like The Work Series books, these can be used as in beginning ESL classes, and are particularly suited to refugees in content and tone. Separate titles are listed below.

How to Buy Food. ($3.00). Presents basic information on the four food groups and the necessity of eating properly; discusses budgeting money for food, watching out for waste and spoilage, and choosing less expensive alternatives to meat; explains specials, newspaper coupons and food stamps. Text is in present, past, and future tenses, with modals like can and should used extensively. All vocabulary is amply illustrated.

How to Buy Clothes ($3.00). Information on planning a wardrobe, buying in department stores, discount houses, thrift shops and second-hand stores; discussions of sizes, different kinds of fabric and their care; winter

coats, shoes, laundromats, dry-cleaning and mending. The discussion is primarily aimed at women's clothes. Text uses some relative clauses ("I should think about the shoes I need"), some relatively complex sentences with infinitives ("When I shop for clothes, I should check to see if the clothes are a good fit"), but for the most part is restricted to simple sentences.

Buying Furniture for Your Home ($3.00). Discusses furniture for living rooms, dining rooms, bedrooms and kitchens; good buys in used furniture, curtains, rugs and appliances; places to buy used furniture; classified ads; newspaper sales; warranties; ways of saving money on furniture (e.g. using a bed as a couch); the necessity of small items like cleaning equipment; do-it-yourself ideas for carpeting, curtains and bookshelves; redoing old furniture; and ideas for decorating (painting, posters, etc.). Text is mostly photographs and exercises for comprehension, mostly in simple present tense or with modals can and should.

Finding a Place to Live ($2.50). Narrative in past tense about Pam's efforts to find an apartment. Discusses the Y, furnished rooms, one-bedroom apartments, unfurnished apartments, and efficiencies (Pam rents the efficiency). Covers leases, tenant duties, landlord duties, security deposits, and eviction possibility. Some clauses with if and present tenses, e.g. "If there is no damage, the landlord gives the security deposit back to you", and some infinitives, but otherwise the language is very simple.

Where to Get Medical Help ($2.50). Combination of information presented in simple present tense, and narrative in past tense, discussing places to go for medical help (doctor's offices, hospital emergency rooms, different kinds of clinics) and the kinds of fees each requires. Discusses maternity services like pre-natal and well-baby clinics, TB control clinics, VD and drug abuse clinics, etc. Sources of financial assistance are mentioned (MEDICARE, MEDICAID, Bureau of Vocational Rehabilitation for handicapped people).

How to Budget Your Money ($2.50). Discussion of places and ways to borrow money, in mostly simple present and past tenses. Borrowing from banks, loan companies and credit unions is discussed, and interest is explained. The use of charge accounts and credit cards is dealt with, along with the pitfalls therein. Good and bad credit risks are described.

Banking ($2.00). Banking services (checking account, savings accounts and loans) are explained, with lots of exercises and examples. Such matters as overdrawing one's account and endorsing checks are discussed, and ancillary services like traveler's checks and safety deposit boxes are described. Text is a bit more complex in language than other books in the series, but there are ample illustrations and examples.

Insurance ($2.00). Banking services (checking account, savings accounts and comprehensive automobile insurance, homeowners' and tenants' insurance, different health insurance plans, and various types of life insurance) are described in some detail, through narrative in past tense, or straight description in simple present. Lots of pictures and photographs, and illustrative examples.

Buying a House ($2.00). The Jacks family looks for a house, deals with a realtor, gets a mortgage, buys a house and gets insurance, all in simple present tense, and in a fair amount of detail. Lots of pictures and photo-

graphs, and examples of different procedures and mortgages.

Husak, Glen, Patricia Pahre and Jane Stewart. The Work Series. Sewickley, PA: Hopewell Books, Inc., 1976. Complete set of 8 books, $17.50; individual prices listed below. Teacher's manual, $2.00.

A series of reader/workbooks, presenting in very simple language the bare facts about getting and keeping a job. The series was intended for handicapped students, but there is no outward indication of this except for an occasional reference to a handicapped person in the texts. The language in each book consists of simple sentences in the present tense or with modals, for the most part; the only complex sentences are clauses with when, and real conditionals; an ESL class that has covered simple present, past and future tenses can handle these readers with very little adaptation.

Vocabulary is illustrated with line drawings or photographs, and is repeated several times in a section. There are comprehension questions (usually fill-in-the-blank) and open-ended conversation questions at strategic points in the readings. These books are of great value as sources of information for the student on his own, or as class readers in beginning ESL classes. The separate titles are listed below.

Work Rules ($3.00 per book). Discusses caring for equipment, wearing uniforms, obeying safety regulations, being punctual, being honest and keeping one's temper. Text is restricted to present tense, modals, and past tense. Discussion is straightforward and non-moralistic in tone.

Payroll Deductions and Company Benefits ($1.75 per book). Explains such paycheck deductions as F.I.C.A., Federal Withholding Tax, pension plans, and insurance. Company plans, e.g. life insurance, disability insurance, pension plans and days off with pay, are also explained. Text is almost entirely in simple present tense.

Where to Get Help ($1.75 per book). Explains social security deductions and benefits, MEDICARE, unemployment insurance and compensation, welfare and food stamps. Text includes present and past tenses and modals. The application form for a social security card, and a card itself, are reproduced in the text.

Taxes ($1.75 per book). Explains federal, state and local taxes, and that they are spent to provide community services. The 1040 and W2 forms are described. Text is in present tense, and relevant parts of various forms are reproduced as is.

Getting to Work ($3.00 per book). Explains that the only acceptable reason for missing work is illness, and that one is expected to show up in spite of difficulties like fatigue or car failure. Continues to explain the necessity of allowing extra time to get to work if the weather is bad, or if traffic is bad or roads are being worked on. Various means of transportation are talked about -- riding to work with a friend, walking, riding a bike, driving one's own car, and taking the bus -- and the advantages and disadvantages of each are discussed. Text is mostly in present tense. Tone is straightforward and non-moralistic.

How to Find a Job ($3.00 per book). Follows the experiences of Mike and Steve through getting work experience, then utilizing various sources (want ads, help from parents and friends, employment services, etc.) in finding a full-time job. Mike does everything right; Steve doesn't. Aimed at high-school students.

How to Act at Work ($3.00 per book). "Rules" for success on the job are discussed, one at a time, with narratives about successful and unsuccessful people. "Rules" range from "I must be clean and neat" through "I should not lose my temper at work" to "If I don't understand the work rules, I should talk to my boss." Text utilizes present and past tenses, modals; presentation is matter-of-fact with a minimum of moralizing.

Ideal. How Do I Fill Out a Form? Oak Lawn, IL: Ideal School Supply Company, no date. $8.95 (Catalog No. ID 2990).

A book of 32 duplicator masters of exact relicas of various forms, e.g. applications for social security number, drivers' license, public assistance, retail credit account, employment, etc.; forms relevant to personal checking accounts, money orders, bank deposits, and so on.

Oxford University Press. Oxford Picture Dictionary of American English: Wall Charts. New York: Oxford Universtiy Press, 1979. $25.00 per set.

A set of 25 16" x 20" full-color vocabulary charts which are enlargements of particular illustrations from the Oxford Picture Dictionary. Pictures are on one side and the keyed vocabulary words are listed on the other. The emphasis is on high-frequency vocabulary; these charts are excellent for class use at almost any level.

Parnwell, E.C. Oxford Picture Dictionary of American English. New York: Oxford University Press, 1978. $3.95 per book.

A delightful picture dictionary for grown-ups that has proved to be very popular with refugees of all ages and levels of English. The pictures are either scenes (e.g. a depiction of a downtown area) with the various elements labelled, or pictures of individual objects (e.g. animals, vegetables). The pictures are line drawings with colors, simple enough to be explicit. All in all, about 2,000 words are illustrated. There is an index of all the words in back, with a guide to pronunciation. The dictionary is available with just English words; with English and Spanish words; or with English plus a French index.

Romijn, Elizabeth and Contee Seely. Live Action English for Foreign Students. San Francisco: Alemany Press, 1979. $3.95.

Although not a complete course, this book is a useful supplement to other materials aimed at beginning and intermediate students. One of the first books based on Total Physical Response, it consists of 66 series of commands to be acted out and produced by the students. These commands are based on survival situations (e.g. grocery shopping, using a pay phone) and survival vocabulary (e.g. washing your hands, changing a light bulb) and varying in level of difficulty. Detailed directions for instructors and suggestions for adaptation are included.

Somers, David J. Learning Functional Words and Phrases for Everyday Living. Books I and II. Phoenix, NY: Frank E. Richards Publishing Company, Inc. 1977. $2.25 each.

A workbook listing common and crucial vocabulary like flammable, hot, fire escape, do not walk, etc. Each word or phrase is printed at the top of a page, then illustrated, then listed again with room for the student to rewrite it (in block letters). Excellent as is for teaching sight-word vocabulary in ESL/literacy classes, or as individual work for literate students on any ESL level.

Wool, John D. Using Money Series, Book I: Counting My Money. Phoenix, NY: Frank E. Richards Publishing Company, Inc., 1973. $2.25; teacher's key, $1.00.

Workbook teaching recognition of American coins and providing practice in counting change. Pictures of various combinations are given, and the student figures out the value of the combination. Very little text; usable as is with ESL students on the beginning level, and most valuable in ESL/ literacy situations.

X. Suggested Teacher Resources

Appelson, Marilyn. "An ESL Instructional Supplement: The Volunteer." TESOL Newsletter, August 1980.

Clark, Raymond C. Language Teaching Techniques. Battleboro, VT: Pro Lingua Associates, 1980.

Colvin, Ruth J. I Speak English. Syracuse, NY: Literacy Volunteers of America, 1976.

D'Arcy Maculaitis, Jean and Mona Scheraga. What to do Before the Books Arrive (and After). San Franciso: Alemany Press, 1981.

Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents, 1974.

Haendle, Connie. Organizational Management Handbook. Syracuse, NY: Literacy Volunteers of America, 1976.

Ilyin, Donna and Thomas Tragardh, eds. Classroom Practices in Adult ESL. Washington, D.C.: TESOL, 1978.

Literacy Volunteers of America. Community Relations Handbook. Syracuse, NY: LVA, 197?

Literacy Volunteers of America (LVA)
700 East Water Street, Sixth Floor
Syracuse, New York 13210

Lutheran Immigration and Refugee Service. Face to Face: Learning English. New York: LIRS, 1981.

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Headquarters: 1320 Jamesville Avenue
P.O. Box 131
Syracuse, New York 13210

Paulston, Christina B. and Mary Bruder. From Substitution to Substance: A Handbook of Structured Pattern Drills. Rowley, MA: Newbury House, 1976.

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